

Methodology for Eliminating Alalia by Means of Graphomotor Stimulation

Akramova Hafiza ¹, Normurodova Shakhlo Anvar ²

¹ JDPU special pedagogy department associate professor

² Special pedagogy, Defectology (Speechology) 2nd stage graduate student

Abstract:

In this article, scientific ideas about the method of eliminating alalia by means of graphomotor stimulation were put forward and the effectiveness of graphomotor exercises for speech development was analyzed. This method helps restore speech skills in children by stimulating hand-motor activity. The article gives recommendations for considering the characteristics of alalia, diagnostics and effective pedagogical technologies for correctional work.

Keywords: graphomotor, stimulation, method, methodology, alalia, skill, speech, principle, line, game, exercise, hand movements, visual.

Graphomotor is the process of developing motor skills necessary for writing, drawing and performing other hand movements. These skills play an important role in the formation of writing and drawing skills in children. Graphomotor activities require fine hand movements, coordination and force control, which are necessary for future academic activities.

The method of eliminating alalia by means of graphomotor stimulation is based on the following basic principles:

1. Systematic approach: conducting systematic and consistent training aimed at identifying problems in the educational process and eliminating them.
2. Special exercises: use of pencil, paint and other writing tools to develop fine motor skills. To draw different shapes and lines, to learn how to hold a pencil correctly.
3. Visual and sensory development: use of various visual materials and games to improve the child's visual and sensory abilities.

4. Game methods: increase children's motivation through games and make the process interesting.
5. Periodic analysis: monitoring and analyzing the development of each child, making the necessary changes.
6. Individual approach: development and application of special programs depending on the needs of each child.

The principle of a systematic approach to the elimination of alalia by means of graphomotor stimulation consists of the following main aspects:

- Integration: recognition of the interrelationship between speech development, graphomotor skills and social communication. We should support each other in every activity.
- Individual approach: preparation of special programs and exercises according to the needs and deficiencies of each child. Taking into account the level of development of the child.
- Monitoring and analysis: monitoring and analyzing children's results after each session. Adapt your approach to change.
- Setting goals: setting specific and measurable goals. Development of short-term and long-term goals aimed at the development of speech and motor skills.
- Exercises and activities: systematic introduction of various graphomotor exercises, games and tasks. Coordinating and complementing each other's activities.
- Management and motivation: developing self-management skills by guiding and motivating the child's activities.

Using this principle, the process of dealing with alalia can be effective and multifaceted.

The principle of special programs for the elimination of alalia with the help of graphomotor stimulation includes the following aspects:

- Goal-oriented programs: setting specific goals, taking into account the individual needs and shortcomings of each child.
- Graphomotor activities: including specific exercises including writing, drawing and other motor activities. These exercises are aimed at developing fine motor skills.
- Interactive materials: use different cards, pictures and games for visualization. These materials should be interesting and motivating for children.
- Integration: combining speech and graphomotor activities, carrying them out in a complementary way.
- Periodicity and systematicity: conducting training in a planned manner, ensuring interdependence in each session.
- Monitoring and evaluation: evaluate the results after each program and make changes. This process helps to monitor the progress of the children.
- Social communication: encouraging social communication among children through games and group activities.

This principle provides an effective, individual and systematic approach to dealing with alalia.

The principle of visual and sensory development in the elimination of alalia by means of graphomotor stimulation is important, mainly for children and adolescents. This principle includes the following aspects:

Visual development: through graphomotor activity, children develop the ability to recognize pictures and shapes, see them and express them in themselves. This process increases visual focus and attention.

- Development of senses: graphomotor exercises activate sensory organs in children, that is, they develop hand-eye coordination, sense of touch and movement control. This will improve Alalia's motor skills.
- Conformity and experience: graphomotor activity helps children gain consistency and experience, which helps them to understand themselves and increase their self-confidence.
- Emotional development: through play and creative activities, children experience emotional joy and reduce stress.

All this helps to eliminate alalia and has a positive effect on the general development of children.

The principle of game methods plays an important role in eliminating alalia by means of graphomotor stimulation. This principle includes the following main aspects.

- -Learning through play: games are a fun and effective way to help children develop graphomotor skills. During the game, children feel free, which increases motivation.
- Creative activity: Game methods allow children to think creatively and express themselves. For example, graphomotor skills can be developed through drawing or shape-making games.
- Teamwork: games encourage cooperation and communication among children. This, in turn, develops their creative skills.
- Strengthening skills: through game methods, children turn theoretical knowledge into practical activities, which helps to strengthen their skills.
- Emotional development: In the process of playing, children learn to manage emotions such as joy, anger or happiness, which increases their emotional stability.

The principle of game methods is also an important tool in the interesting and effective development of children's graphomotor activity.

The principle of periodic analysis in the elimination of alalia by means of graphomotor stimulation includes the following main aspects:

- Monitoring of the results: changes in the graphomotor skills of children and the level of development are regularly monitored through periodic analysis. This is important to make the training process more efficient.
- Evaluation of the dynamics of development: in the process of analysis, creative or negative changes in the dynamics of children's development, that is, their skills, are determined. This allows teachers to make the necessary adjustments.
- Planning and strategies: based on the results of the analysis, it is possible to develop future educational strategies and methods. It helps to choose effective methods to eliminate alalia.
- Individual approach: allows for an individual approach by taking into account the specific needs and abilities of each child. This increases children's self-confidence.
- Optimization of the educational process: with the help of the results of periodic analysis, changes can be made in order to improve the educational process and increase its efficiency.

Thus, the principle of periodic analysis is important in the development of children's gross motor skills and serves to optimize the educational process.

The principle of an individual approach to the elimination of alalia with the help of graphomotor stimulation is based on taking into account the unique needs, abilities and interests of children. Development of specific programs and methods for each child helps to accelerate the process of his development.

Basic principles:

- Individualization: approaching each child individually, analyzing his abilities and needs.
- Motivation: creating interesting tasks to engage children in graphomotor activities.
- Systematic approach: step-by-step implementation of graphomotor exercises in the teaching process, increasing complexity.
- Monitoring and analysis: monitoring the progress of each child and changing the approach if necessary.
- Cooperation with parents: working closely with parents and taking their opinions into account.

With the help of these principles, the process of eliminating alalia will be more effective, and children will succeed in developing their abilities.

The proposed methodology for stimulating graphomotor speech for motor alalia is designed to work with children with motor alalia (level 1 of speech development according to R.E. Levin) and delayed speech development 2, developed taking into account childhood and psychodynamics. Children 5 - 3 years old. It corresponds to three main stages of correctional work and includes five

- Sequential concentrations that include:
- Game exercises,
- Finger games,
- Rhythmic declaration,
- Outdoor speech games,
- Graphic exercises.

GRAPHOMOTOR GAMES AND EXERCISES

I. Voice or voice response

1. Learn to answer the question verbally and only after the teacher asks. "I"
2. Instilling a sense of joy from the completed task, while teaching how to pronounce the sound. "Fireworks"
3. Learn to express a request with gestures. "give"
4. Practice combining the movements of the large joints of the hands with the vocal response. "Ball", "Stones", "Ball", "Claws", "Yula", "Indians", "Strong's", "Bavaros", "Crane"
5. Develop voice, learn to make sound at the moment of changing hand movements.

"Hippo" (L. Voloshina)

"Lullaby" (L. Voloshina)

"Filin" (L. Voloshina)

"Elephant Song" (L. Voloshina)

"Live sounds" ("Hockey", "Steam", "Cover on the kettle", "Rain")

"clock",

"pump")

"visiting"

6. To strengthen the ability to pronounce onomatopoeia during movement.

"Jumpers" (folk game)

"charger"

"Naughty cat" (T. Bashinskaya)

"Vegetable Garden" (L. Smirnova)

"Vegetable garden" (T. Bashinskaya)

7. Formation of visual control over finger movements. Activation of interhemispheric connections. Introduce vowel sounds

"Ladoshka" (T. Bashinskaya)

Games: "Magpie-Crow", "Finger Boy", "Guess", "Piano"

1. Combine the static position of the fingers with the general movements of the hands. If necessary, the teacher himself holds the child's fingers in the desired position, then holds the wrist and controls the movement of his hand.

"Palms on the Sand", "Tiger Tracks", "Rabbit Tracks", "Rake", "Skillful Finger", "Car"

2. Increase the emotional background during tactile contact. We move on the surfaces palms and fingers. "Find the toy", "mystery", "beads"

3. Joints that form the main movements at the shoulder, elbow and wrist level. "Rain and Wind", "Circles".

4. Combine the ease of clicking with the accuracy of movements

II. Joint

1. Be sure of your abilities, evaluate yourself positively. Learn to pronounce long words. "Well done"

2. Cultivate self-control and the ability to verbalize one's wishes. "give"

3. Practice pronouncing a syllable or word during a sudden movement.

"Ball game", "Ropes", "Catch, deliver", "Cow" (from Lithuanian folklore), "Bull" (the difficulty of this exercise is that the first speech belongs to the impulse boy.) "We go, we go" (T. Bashinskaya), "Matryoshka" ("Petrushka"), "Cockerel Song" (L. Voloshina), "Bear" (T. Bashinskaya), "Little Frog Jumps", "Holiday", "Mouse" (folk rhyme), "Squealing Thorns".

4. Activate the work of your fingers. Strengthening vowel sounds: "massage", "Who came?" (bulgarian game)

1. Encourage the increase of sharp short and smooth long sound combinations. "Cap - bubble", "Mouse"

2. Direct the child's attention when the speech begins. "Apple", Drawing on sand

3. Development of specific single actions. "Children's feet", "Hammer", "Anvil", "High (low) score"

4. Working with plasticine
5. Practice accuracy of movement and clarity of pronunciation. "Hedgehog"

III. Word

1. Expand the possibilities of expressing the child's wishes. "Ask", "Help"

2. Practice doing the same words and actions a given number of times.

"Rain", "Steam train" (S. Kosenko. Modifications by T. Bashinskaya), "Train" (Z. Jabborzoda), "New sneakers" (N. Nishcheva), "Hedgehog with a drum" (G. Vieru. T. Modified by Bashinskaya), "Three Penguins" (A. Milne)

3. Activate attention and memory. Practice changing words and actions in sequence.

"Dough" (T. Bashinskaya), "Big Bicycle" (T. Bashinskaya), "My Family" (folk rhyme)

4. Practice pronouncing several syllables of one action at a time.

"I have", "Lotto", "Question and answer", "Fish bone" (N. Nishcheva), "Scrut" (S. Cherny)

1. Drawing. Learn to describe three-dimensional objects on the plane. Pronounce three words in a row. "Cloud, Rain, Puddle"

2. Draw a large closed circle. Develop joint memory, practice drawing curves with forward movement.

"Snow Woman" (T. Bashinskaya), "Ghouli", "Snow", "Bear" (I. Tokmakova) IV. Phrase

1. Learn to express requests and wishes in different words. "Give me", "Help", "I wish", "whimsical"

2. We learn to pronounce long words, helping ourselves with gestures.

"Winter" (L. Smirnova), "Animals", "They were afraid of the rabbit" (N. Voronko), "Seals", "Helper" (actions along T. Bashinskaya), "White Christmas trees" (New dance of the year, lyrics by N. Solovyov, music by G. Struve), "Palma", "Up high! Stompers!" (E. Karganova), "Ara" (V. Viktorov)

3. Increase the meaningful words in the phrase. "AND", "What with what?", "Who with whom?"

4. Build confidence in your speaking skills.

"Driver's Song" (movements by A. Vvedensky. T. Bashinskaya), "Mushroom pickers", "Shoemaker", "I washed my face"

To maximize the range of the shoulder joint, draw with a pencil on a large piece of paper the size mounted on a vertical surface (a roll of wallpaper, horizontal to a reinforced wall).

1. Form the direction of writing, base the writing of words separately, mirror letter writing. "Mouse" (T. Bashinskaya), "On the road" (folk rhyme), "Pussy" (folk children's rhyme)

2. Draw in sync with both hands with annotation.

"Tree", "Christmas tree", "Christmas tree, tinsel", "Christmas tree, balls", "Christmas tree, rain"

Through this method, it is possible to improve children's graphomotor skills and eliminate alalia.

LIST OF REFERENCES:

1. Bakhtiyorov, B. Alalia and its prevention methods. Tashkent: Uzbekistan State Pedagogical University, 2020.

2. Burova, D. Methods of treatment and education in children with alalia. Tashkent: State Institute of Art and Culture of Uzbekistan, 2023.
3. Boshbekova, F. Graphomotor exercises for children and their importance. Tashkent: Academy of Sciences of Uzbekistan, 2021.
4. Israilova, D. Methods of speech development in children. Tashkent: Ministry of Education of the Republic of Uzbekistan, 2019.
5. Sidikov, A. Pedagogical approaches to speech development. Tashkent: Academy of Sciences of Uzbekistan, 2022.
6. Karimova, N. Children's psychology and speech development. Samarkand: Samarkand State University, 2020
7. Akramova Khafiza Samadovna Teacher of the Jizzakh State Pedagogical University (ORCID 0000-0002-4629-3510) samadovna2019@gmail.com
8. Akramova, H. (2020). Formation of cocktail skills of students with mental retardation based on computer technologies. Archive Nauchnyx Publication JSPI, 1(16), 1-9. izvlecheno ot https://science.i-edu.uz/index.php/archive_jspi/article/view/4013
9. Akramova, H. (2020). Correctional-pedagogical obobennosti formation of healthy habits and healthy image of the child. Archive Nauchnyx Publication JSPI, 15(1). izvlecheno ot https://science.i-edu.uz/index.php/archive_jspi/article/view/918
10. Akramova, H. (2020). Sotsialno-pedagogicheskaya rabota s detmi doshkolnogo vozrasta. Archive Nauchnyx Publication JSPI, 7(1). izvlecheno ot https://science.i-edu.uz/index.php/archive_jspi/article/view/674
11. Akramova, H. (2020). Didactic Foundations of Labor Activity for Children with Intellectual Disabilities. Archive Nauchnyx Publication JSPI, 7(1). izvlecheno ot https://science.i-edu.uz/index.php/archive_jspi/article/view/682
12. Akramova, H. (2020). Methodology for the formation of public labor skills and umstvenno otstalykh uchenikov through computer multimedia programs. Archive Nauchnyx Publication JSPI, 1(12), 1-7. izvlecheno ot https://science.i-edu.uz/index.php/archive_jspi/article/view/3182
13. Akramova, H. (2020). Methods of developing general work skills in mentally retarded students through information programs. Archive Nauchnyx Publication JSPI, 7(1). izvlecheno ot https://science.i-edu.uz/index.php/archive_jspi/article/view/697
14. Akramova, H. (2020). Peculiarities of the labor activity of mentally retarded pupils. Archive Nauchnyx Publication JSPI, 15(1). izvlecheno ot https://science.i-edu.uz/index.php/archive_jspi/article/view/897
15. Akramova, H. (2020). Methodology of formation of general labor skills in students with mental retardation by means of information programs. Archive Nauchnyx Publication JSPI, 15(1). izvlecheno ot https://science.i-edu.uz/index.php/archive_jspi/article/view/916
16. Akramova, H. (2020). Use of modern multimedia tools is a guarantee of success. Archive Nauchnyx Publication JSPI, 1(12), 1-5. izvlecheno ot https://science.i-edu.uz/index.php/archive_jspi/article/view/3162
17. Akramova, H. (2020). Technology of social pedagogical activity with children of preschool age. Archive Nauchnyx Publication JSPI, 1(16), 1-5. izvlecheno ot https://science.i-edu.uz/index.php/archive_jspi/article/view/3994

18. Akramova, H. (2020). Peculiarities of speech development of mentally retarded children in labor classes. Archive Nauchnyx Publication JSPI, 1(16), 1-5. izvlecheno ot https://science.i-edu.uz/index.php/archive_jspi/article/view/40